A PHILOSOPHY OF PUBLIC EDUCATION FOR PRINCE EDWARD ISLAND SCHOOLS

REPORT OF THE PHILOSOPHY COMMITTEE

TO THE MINISTER OF EDUCATION

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NOVEMBER 1, 1989

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November 1, 1989

The Honourable Paul Connolly
Minister of Education
Shaw Building
Charlottetown, P.E.I.

Dear Mr. Connolly:

I have the honour of submitting the Final Report of the Philosophy Committee.

The report contains the Committee's recommendation for a new Philosophy of Public Education for Prince Edward Island Schools. It also contains comments on several other concerns identified by the Committee.

The Committee would like to express its appreciation to the many individuals and groups who appeared at the public hearings or presented written briefs to the Committee. Their submissions were particularly useful in focusing the deliberations of the Committee.

I would like to take this opportunity to thank all the members of the Philosophy Committee for their dedication to the task and for their commitment to improving the education system.

We trust that you will find our report fulfills our mandate in a complete fashion.

Sincerely,

Tom Rich

Tom Rich
Chairperson

MEMBERS OF THE PHILOSOPHY COMMITTEE

Tom Rich (Chairperson)	Department of Education
Allan Hammond	Department of Education
Leonard Russell	School Administrators of P.E.I.
Sterling Stratton	School Administrators of P.E.I.
Jeannie Lea	P.E.I. School Trustees' Association
Elaine Noonan	P.E.I. School Trustees' Association
Barbara Foster	P.E.I. Teachers' Federation
Jim Blanchard	P.E.I. Teachers' Federation
Jeannette Arsenault	P.E.I. Federation of Home and School Associations
Marion Murphy	P.E.I. Federation of Home and School Associations
Claudia Mitchell	University of Prince Edward Island
George Power	Holland College

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THE PROCESS TO DEVELOP A NEW PHILOSOPHY

BACKGROUND

The last time a Philosophy of Education was prepared for Prince Edward Island public schools was in 1970. That document was developed by the Education Planning Unit of the Department of Education and provided a framework for the reorganization of the Department of Education and the school system across the Island.

The years 1970 to 1972 were particularly significant ones for education, along with many other institutions on Prince Edward Island. Under the Comprehensive Development Plan, major changes were being made to the economic and social infrastructure provided by government. At the same time, a major infusion of funding for new social initiatives occurred as the result of the agreements signed between the federal and provincial governments.

During 1970-71 the *School Act* underwent a major revision. The new *Act* empowered the Minister to establish regional administrative units to replace numerous local school boards. In 1972 five regional administrative units - four English and one French - were created. At the same time, a major construction project began to replace the many small schools which existed at that time. A *Foundation Program* was also established to provide the financial base for all public education programs.

Under the new *School Act*, the Department took on the responsibility to prescribe standards of instruction, develop the instructional programs to be used in the schools, provide consulting services to the regional administrative units, and authorize and supply textbooks and other instructional materials. A major expansion of Department staff to carry out these tasks occurred during the years 1972 to 1975.

The 1970s were also a period of much activity within the new regional administrative units. They hired staff to carry out the responsibilities of the units and set in place the many policies and guidelines necessary to administer the educational programs under their responsibility. In addition, the units adopted their own philosophies of education tailored to the specific needs identified by the trustees responsible for each regional unit.

All of those activities were based on the Philosophy of Education developed in 1970. That philosophy provided the essential orientation of the system. It was founded on a number of assumptions including the following:

> *The school is a developing agent, an institution which is to help people change their behaviour so that they may act intelligently within their environment. The school is an institution to help people develop skills necessary to self preservation, continuing self development, self examination, self building, self renewal, and self respect.*

The philosophy adopted originated from the social policy needs identified in the late 1960s during the process of establishing the Comprehensive Development Plan. It recognized the importance of a major restructuring of the P.E.I. public education system in order to ensure it was able, among a number of things, to provide:

> *all students with comparable educational opportunities, ...educational opportunities which suit their needs and interests, ...coordinated programs from primary through secondary school, thus promoting a situation conducive to continuous progress, ...preparation for life and for making a living to the many students who presently do not fit into one of our programs, ...an education which will help them prepare for the occupational needs of Prince Edward Island...*

The 1970 Philosophy of Education was produced as a result of a particular orientation arising out of the Development Plan and was designed to fulfill the needs identified at that time.

EDUCATION IN THE EIGHTIES

In large measure, the 1980s have been a time of consolidation for education in P.E.I. The major structural, program, and construction activities and changes were completed. As that happened, attention began to turn to educational developments across the country and to identification of the changes that were necessary to ensure that the system kept current and served the needs of all students.

A number of commissions and committees were established to review various aspects of the education system on P.E.I. Particularly significant was the School System Review Commission which delivered its report in late 1984.

In 1987 Government released the document *A Plan of Action for Education*. That document reviewed the status of the education system and provided a statement of "Government's commitment to maintain and improve the Prince Edward Island education system in a planned and systematic fashion." It provided an outline of activities and priorities to develop the education system.

The *Plan of Action* addressed a number of concerns and issues that have arisen over the last few years and which were identified in the report of the School System Review Commission. It stated that the need to renew the education system arose from a number of factors including:

- *Concerns that schools are not doing an adequate job of preparing students for jobs or post-secondary education;*

- *Concerns that both standards and discipline in schools have declined in the past two decades;*

- *A desire to put more responsibility on the schools to deal with various social concerns (alcohol and drugs, family life education, family violence, values education, etc.);*

- *Increased emphasis on including new areas in the curriculum (French immersion, conservation, science, technology, regional studies, etc.);*

- *Increased emphasis on ensuring that the "basics" of language arts and mathematics are adequately taught;*

- *The integration of handicapped children into the regular school and classroom.*

Because of these factors, and the time that had passed since the original Philosophy of Education was developed in 1970, the *Plan of Action* committed the Department to establishing a process to "review that philosophy with the aim of ensuring that it is relevant to the needs of our students."

ESTABLISHMENT OF THE PHILOSOPHY COMMITTEE

In the fall of 1988 the Minister of Education established a committee to undertake a revision of the statement of philosophy and goals for the province's public school system.

The Minister stated that the review of the philosophy was intended to reflect both the current status of the education system and the need to prepare students for the future. It was also to be done with consideration of the fact that educational services must be provided for children and youth with a variety of needs and aspirations.

The work of the committee was to be undertaken in consultation with the partners in the education system. To that end, a 12 member committee was established with representatives from the Department of Education, the School Administrators' Association, the Trustees' Association, the Teachers' Federation,

the Federation of Home and School Associations, and the postsecondary community. The committee was given a year to carry out its work and deliver a report to the Minister.

The first meeting of the Philosophy Committee was held on November 1, 1988. Over the course of its work, the committee held a total of 13 meetings and a set of public hearings. As part of its mandate, the committee reviewed the 1970 Department philosophy statement, existing philosophies from the units, philosophy and goal statements from all other provinces and several other jurisdictions, and a considerable quantity of relevant literature.

Of particular significance to the committee was the need to obtain public input into the process. While the mandate of the committee did not specifically call for public hearings, the members determined, in the earliest stages of their process, that it was essential to provide the public with an opportunity to have their views on education heard. To that end, interested individuals and groups in the province were invited to make presentations to the committee on what they felt education in P.E.I. should provide children in the province.

A series of public hearing were announced for various regions of the province and individuals were invited to present their views directly to the committee at those hearings or in the form of written briefs which could be sent to the committee. While any comments on education were welcomed, the committee particularly sought viewpoints on:

- what the basic goals of our education system should be;

- what the nature of an educated person is;

- the role of schools in a changing society.

Based on the numbers of individuals who indicated they wished to make a presentation to the committee and their location, hearings were held on January 23 in Summerside, on January 24 in Montague, and on February 1 and 2 in Charlottetown. A total of 29 briefs were heard at the public meetings. In addition, another 36 individuals or organizations presented written briefs without appearing at the public sessions.

PUBLIC HEARINGS AND BRIEFS

The views expressed in the briefs presented by members of the public were instrumental in focusing the deliberations of the committee. At its meetings in March and April following the hearings, the committee spent a considerable amount of time reviewing the submissions and summarizing and ordering the key points made. In addition, all the written submissions were reviewed by the committee as a group.

The committee reviewed the briefs and the information gleaned from the other philosophies and organized key points under a number of headings. These included basic principles, the desirable attributes of the school system, the nature of the educated person, the role of the school in society, the goals of public education, implementation factors, and other concerns.

Some strong, recurring themes were found in submissions. For instance, among the basic principles that should be reflected by our schools, a number mentioned the need to ensure the rights recognized in the *Charter of Rights and Freedoms* and the *Human Rights Act*. Particular reference was made to equity for women, the bilingual nature of the country, and the rights and needs of those with disabilities. Concern was also expressed that the schools reflect Island culture, the religious heritage of society, and the multicultural nature of society.

Many stressed the need to address the rights of parents and their participation in the education system. A strong desire was also noted that the education system respect the needs of individual students, ensure the development of the potential of each, and stress the cooperative aspects of education.

Regarding the attributes necessary in the education system, comments reflected the concern that the system be accessible to all, learner centered, responsive to different learning styles, and provide a positive, supportive atmosphere. It should also respect the beliefs and values that each student brings into the system, have obtainable goals, and encourage students to experiment and to learn from their experiences. At the same time, many stressed that the system had to be accountable for its efforts.

For many making presentations, describing the nature of the educated person provided a strong indication of the goals of education that they held most important. There was agreement that the educated person should be able to think critically, act independently, and make ethical choices. As a reflection of one of the more significant issues facing our society, a number of presentations mentioned the need to ensure students learn about our environment and develop a sense of stewardship toward it to protect our future.

Many presentations conveyed a deep-felt sense of the importance of assisting students to acquire a love of learning. At the same time, it was stated the individual should have a broad general education, be adaptable to change, creative, and able to participate as an informed citizen in society.

Presentations on the role of the school focused on a number of issues. Many mentioned the vital place that education holds in the community and the importance of ensuring the involvement of parents and other community members in education. A number stressed the importance of education reflecting changes in society and its institutions and in responding to emerging needs in the community. Specific comments were made about what the role of the school should be in relation to issues such as child care, preschool education, drug abuse, sexuality, and family breakdown.

Regarding the specific goals of education, a lengthy list of concerns and views were heard. Members of the public want to make sure the school system addresses basic literacy and essential skills. At the same time, they see the school as critical in providing a foundation for values, preparing students to participate as informed citizens in the institutions of our society, developing critical thinking and problem solving skills, developing interpersonal skills, and preparing students for the future.

While the aspects listed in the preceding were common to many of the presentations, other areas were highlighted as important goals by specific groups. These include the need to provide for education about the environment, entrepreneurship, the arts and culture, women's studies, primary industries, the use of leisure time, healthy lifestyles, and global education.

Without a doubt, the public hearings and briefs reinforced for the committee the importance and significance of its task. The concerns for the education system and belief in its fundamental importance run deep. Perhaps the view of the public is best summarized in the following comment received in a submission from Hesta MacDonald.

> *As a society, we have entrusted to the public school our most precious assets, that is, our children. The school has the child five days a week, for at least as much of his/her waking time as the parents have. Therefore, the influence of the school is a very, very important one, not only in terms of curricular learning, but in terms of transmitting the values and responsibilities of citizenship. It is important to note that the parent sends the whole child to school, that is to say, a human being of physical, mental, spiritual, social, and cultural dimensions. All these aspects must be carefully nurtured if that child is to realize his/her full potential.*

SUMMARY

With the preceding as background to the task of the Philosophy Committee, the next section of the report provides the specific results of the committee's deliberations. It takes the form of a recommended new statement regarding the philosophy and goals of public education for P.E.I. schools.

To produce a statement of the philosophy and goals for a provincial public education system is a challenging task. As a committee, we have tried to make the task manageable by agreeing on reasonable limits on the breadth of it and on the procedures for accomplishing it.

We did not feel our assignment came from a crisis in education requiring radical change. Instead, we perceived the objective to be the reconsideration of the existing goals in the light of recent social, political, and technological changes, and in consideration of the best that is known of current educational practice.

We also felt that it was important that our deliberations reflect the feelings of the community and the experiences in other jurisdictions. The information gathered from the 65 public briefs and from the statements from other provinces was extremely useful to the committee. A wide variety of differing views were expressed and many issues raised. It was necessary for the committee to attempt to impose meaning on this diversity and to respond to the issues in ways that were appropriate and reflected what is not only desirable but possible for the public education system to accomplish.

We have tried to produce a forthright document in plain language. At the beginning we have put forward a set of beliefs or principles relevant to the content of the remainder of the document. This is followed by a listing of the goals of public education which reflect both the input we received from the public and from those in the school system and the results of our deliberations on the subject. The philosophy concludes with a brief discussion of the school in society and the roles played by learners, educators, parents, and other members of the community.

The three parts, when taken together, form the base from which curriculum planning can proceed. We feel our approach is appropriate for the probable audience for the document. The readers we wish to reach are students, teachers, administrators, trustees, parents, and citizens with a lively interest in public education.

A PHILOSOPHY OF PUBLIC EDUCATION

FOR PRINCE EDWARD ISLAND SCHOOLS

PURPOSE

The purpose of the Prince Edward Island public education system is to provide for the development of children so that each may take a meaningful place in society.

While on one level this purpose is direct and may be considered self-evident, on another level it raises questions about the principles underlying the education process and the specific goals of education.

The following is a brief explanation of the principles and expectations that apply to the Prince Edward Island public education system. Specific direction is then provided by a statement of the goals supporting the purpose and principles. The statement of philosophy concludes with a brief discussion of the roles played by learners, educators, parents, and other members of the community in the education process.

BASIC PRINCIPLES

Society recognizes a set of widely-held principles which provide a framework for public education. The principles identified for the Prince Edward Island education system are as follows.

Public education in P.E.I. is based on a quality program that respects the intrinsic value of the individual and centers on the development of each child.

Respect for the individual is exemplified in a number of ways. It includes promoting educational practices that reflect a variety of learning styles, that present intellectual challenges appropriate to each student, that permit flexibility for students with special needs, and that stimulate students' interests and imaginations.

The development of the child implies providing each student with the basic education required to participate in and contribute to society. It also means preparing students with the knowledge and intellectual training needed to enter the work force or to pursue post-secondary studies.

The public education system recognizes that education is a responsibility shared among the school, the family, and the community.

In the first few years of children's lives, the immediate family plays the dominant educational role. As children grow, so does their involvement with their environment. They develop interests in a variety of forms of play, in books, in radio and television, and in community experiences initiated by the home.

When children begin to attend school, additional, more specialized educational tasks become the responsibility of the school. At the same time, their participation in community activities such as church, sports, and clubs provides them further opportunities for learning.

Throughout the school years, the family continues to play a central role in education. Thus, it is essential that family and school regularly communicate.

The public education system demonstrates respect and support for fundamental human rights as identified in the *Canadian Charter of Rights and Freedoms* and the P.E.I. *Human Rights Act*.

The fundamental rights of citizens involve a number of areas which have either specific or broad application to education. These include support for the principle of gender equity, recognition of the bilingual nature of this country, and the need to ensure equality of access for individuals with mental or physical disabilities.

Respect and support for fundamental human rights require application of the provisions of the *Charter* and the *Human Rights Act* and promotion of the principles they embody by example and through the programs and materials used in schools.

The public education system reflects the character, cultural heritage, and democratic institutions of the society it serves.

Prince Edward Island society and its educational institutions have been shaped by many factors. The insular nature of the land, the rural character of the environment, the relation to the sea, the contributions of aboriginal peoples, the settlement by a number of distinct cultural groups, and the prominent role of religion have all contributed to developing a society with a strong identity.

Island society is also influenced by the wider Canadian society, by changes in transportation, communications, and patterns of trade and commerce, by the migration of members of communities, and by the presence of new cultural groups within society.

The public education system is based on a recognition of the beliefs and values shared by the Island community and by the wider Canadian society. These include respect for the individual, for heritage, for multiculturalism, and for democratic principles.

The programs in the public education system reflect a contemporary view of the knowledge, skills, and attitudes that are of most worth to the individual and to society.

It is essential that the education provided today be grounded in the experiences of the past while preparing students for the future. The content of education is not static. While a core of objectives has been with us since the beginning of public education, even what is considered basic changes over time.

To keep the school program current requires a systematic review process and the involvement of knowledgeable people. All participants in this review process must recognize that the scope of human knowledge is so vast that only a small fraction of it can be presented in the school program.

GOALS

While the principles form the base upon which the education system is placed, a more precise set of goals is required to define the specific areas that are addressed by the public education system.

The goals of public education are to enable the student to:

- develop an appreciation for learning, an intellectual curiosity, and a desire for lifelong learning;
- develop the ability to think critically, apply knowledge, and make informed decisions;
- acquire the basic knowledge and skills necessary to comprehend and express ideas through the use of words, numbers, and other symbols;
- develop an understanding of the natural world and of the applications of science and technology in society;
- acquire knowledge about the past and an orientation to the future;

- develop an appreciation for one's own heritage and a respect for the culture and traditions of others;

- develop a sense of self-worth;

- develop a respect for community values, a sense of personal values, and a responsibility for one's own actions;

- develop a sense of pride and respect for one's community, province, and country;

- develop a sense of stewardship for the environment;

- develop creative skills, including those in the arts, and an appreciation of creativity in others;

- develop skills and attitudes related to the workplace;

- develop good mental and physical health and the ability to creatively use leisure time;

- acquire a knowledge of the second official language and an understanding of the bilingual nature of the country;

- develop an understanding of gender equity issues and of the need to provide equal opportunities for all;

- develop an understanding of fundamental human rights and an appreciation for the worth of all individuals.

While these are formidable goals for the public education system to undertake, it is important to reiterate that the responsibility for addressing these goals is a shared one. Only with the support and active participation of the family and other segments of the community will it be possible for the public education system to fulfill its mandate.

SCHOOLS IN SOCIETY

In order to realize the goals of public education, the school should be a centre of learning that presents a welcoming, caring, and safe environment in the community. Its program should be learner centered and should reflect the school's understanding of the needs, abilities and interests of the learners. The program should be designed to stimulate, to challenge and to foster creativity. In addition, schools along with other institutions should provide opportunities for adults to take advantage of lifelong learning opportunities.

The quality of the school program must be assured. Although not the only evidence of quality, a key indicator is public and student support. The program should be relevant, with due consideration to goals and objectives, and prepared using an appropriate development process. The education system should also ensure that educators who deliver the program have opportunities to remain current with the best educational knowledge and practice of the time.

In their first contacts with the education system, learners bring their innate curiosity and their desire to explore the environment. In later years, the obligations of learners become more formal. They begin to develop their own beliefs and attitudes and they take on more responsibility for their actions and the direction of their lives.

This increased responsibility requires that students take part in the decision making regarding educational and career goals, actively participate in the process of education, interact positively with fellow learners and educators, and demonstrate a willingness to continue to engage in exploring their environment and the world of ideas. As students progress through the system and beyond, they must be able to demonstrate competence in their subsequent work or studies and exhibit the capability of continuing to learn.

The educator's role is vital in this learning process. Teaching, guiding, encouraging, and challenging students are essential elements in furthering the process. Besides leading the student, the educator should exemplify the principles and goals of the education system and should be familiar with and able to apply current knowledge of effective instruction.

The family must participate in the educational process to help shape and support the goals of the education system and to ensure that children are provided with an environment conducive to meeting their needs. In order to facilitate this, open lines of communication must exist between the school and the family and both must be prepared to take initiatives in the communication process.

The community has the responsibility of making certain that schools and other appropriate, related social institutions exist and are well supported. The community must also provide the family and the school with a supportive environment which provides a wealth of opportunities for learning and development outside the confines of the classroom.

In a rapidly changing society, schools have a particular role to play both in preserving that which we hold important as a society and in preparing individuals to deal with the future and with change. For every generation there are particular issues to be addressed. At present, these issues include language rights, the rights of those with special needs, gender equity, multiculturalism, the environment, and the impact of technology.

Issues like these can be addressed, to some degree, in school programs. However, some must also be responded to by adjusting the administrative structure and the operation of the school. Because the school is but one element in society, it is unrealistic to expect that the school on its own can resolve such issues, thus the importance of stressing the shared responsibility for education among the school, the family, and the community.

In order to reflect the goals of the community that it serves, the school must be sensitive to the needs of the workplace and postsecondary institutions as well as to the needs of social, recreational, and special interest groups. For example, schools depend upon the university to ensure that discipline centered programs reflect the present state of knowledge. Similarly, schools depend upon the business community to ensure that programs related to the workplace are up-to-date.

It is clear that learners, educators, parents, and other members of the community each bear the responsibility of participating in and shaping the public education system for the future. The fulfillment of the complete set of goals outlined in this paper requires cooperation and dedication from all the parties involved.

OTHER CONCERNS IDENTIFIED BY THE COMMITTEE

While reviewing the presentations received and other documents related to the task and discussing the issues arising, the committee determined that a number of the concerns did not relate specifically to a philosophy or goal statement. Rather, the concerns regarded how the philosophy is implemented and the specific curriculum directions that flow from such a statement. While outside its specific mandate, the committee would like to highlight three areas which it feels should receive attention as the Department of Education proceeds with implementing its *Plan of Action*.

Society is currently engaged in an examination of what should be considered "basic" in education. What are the specific skills that all students should acquire? How are those skills best learned and what structures does the education system put in place to ensure that all students acquire them?

The philosophy presented in this document provides the background from which a specific list of basic skills can be drawn. However, it does not detail exactly how and when those should be acquired and in what ways the system will determine that they have been acquired. It is the view of the Philosophy Committee that these tasks must be carried out but that they are beyond the scope and mandate of this committee.

In its *Plan of Action*, the Department of Education states that a set of guidelines will be developed for each level of school. These would specify the exact nature of the school curriculum, the time devoted to each, and other issues. The Philosophy Committee feels that it is essential that these activities proceed expeditiously as they will provide key information for educators and the public about both the "basics" and the desired options within the education system.

A second area that received considerable examination by the committee regarded the expectations we have of our high school system. The significantly greater number of students remaining in the system though grade 12, concerns about the level of literacy students are achieving, a growing emphasis on education about science and technology, and the differing needs arising when preparing students for postsecondary education or for more direct entry into the workplace seem to require a re-examination of our high school curriculum and structure.

It is felt by some that the school system is too driven by the expectations of preparing students for the university system. At the same time, university educators often question the adequacy of the preparation of students for university. The committee notes that it is difficult to resolve either of these arguments. The data available are not complete enough and often serve more to confuse than to illuminate.

Although not able to offer specific solutions to this problem, the Philosophy Committee feels it is vitally important that the content, scope and alternatives provided by the secondary system be examined to ensure that the needs of all students are addressed. This process should be informed by the recommended philosophy and goals but should also deal with specific issues that are not covered by this document.

Finally, the committee discussed the implications for the school system of the growing recognition of the importance of lifelong learning. While only a decade or two ago education for many individuals was considered to have terminated when they graduated from the school system or left it at age 16 or over, today we recognize that educational opportunities must be available throughout life.

The need for educational opportunities for adults focuses around two aspects in particular. The first is to serve those who dropped out of the school system before completion of grade 12 or before certain necessary skills were acquired. Many of these individuals, after several years in or attempting to get into the work force, are seeking re-entry into the education system.

The other aspect concerns the role the school should play as a source of educational upgrading or training for those in the work force or for those who desire skills and information to facilitate their use of leisure time. In many respects, this reflects the concept of the school as a centre of learning in the community, not only for those under 21 years of age, but for the entire community.

The committee has no particular proposals to make to address lifelong learning needs. However, it is our belief that they deserve discussion and attention by those involved with the public education system. In particular, the role of the school system in relation to other adult training and postsecondary institutions must be explored.

APPENDIX

SUBMISSIONS RECEIVED BY THE PHILOSOPHY COMMITTEE

Allan & Joan Bartlett
Charlottetown

Laura Brandon
Charlottetown

Eileen Brown
Richmond

J. F. Bryan
O'Leary

Lloyd Burrows
Montague

Rosalind Cross
Summerside

Cletus Dunn
Alberton

Linda Durling
Charlottetown

Dr. E.L. Edmonds
Charlottetown

Donald Glendenning
Charlottetown

Eileen M. Lantz
Summerside

Jessie B. Lees
Charlottetown

Blanche Lougheed
Vernon Bridge

Eugene & Betty MacAulay
Souris

Hesta MacDonald
Charlottetown

Donald MacKenzie
Montague

Brenda MacPherson
Winsloe

Jenny McQuaid and other
interested parents
Charlottetown

Roy Menagh
Brooklyn

Rick Morin
Charlottetown

Linda Munro
Montague

Megan Power
Montague

Henry Purdy
Charlottetown

Tony Reddin
Bonshaw

Allan & Karen Sinclair
Summerside

Eileen Stewart
Sherwood

Walter Wilkins
Montague

Autism Society of P.E.I.
Cornwall

Benevolent Irish Society Inc.
Charlottetown

Canadian Congress for Learning
Opportunities for Women
Charlottetown

Canadian Federation of
University Women
Charlottetown

Canadian National Institute
for the Blind
Charlottetown

Canadian Parents for French
Charlottetown

Christian Training Commission
United Baptist Convention
Montague

Educational Alternatives
Program Committee
Summerside

Epilepsy Prince Edward Island Inc.
Charlottetown

Federated Women's Institute of P.E.I.
Charlottetown

Greenfield Home and School Association
St. Eleanor's

Immanuel Christian School
Charlottetown

Island Nature Trust
Charlottetown

La Société Saint-Thomas D'Aquin
Summerside

Learning Disabilities Association of P.E.I.
Charlottetown

The Medical Society of P.E.I.
Charlottetown

National Farmers Union
Cornwall

Office of Family Life Ministry
Diocese of Charlottetown
Charlottetown

P.E.I. Advisory Council on the Status of Women
Charlottetown

P.E.I. Association for Community Living
Charlottetown

P.E.I. Council of the Arts
Charlottetown

P.E.I. Education Coalition
Charlottetown

P.E.I. Federation of Home & School Associations
Charlottetown

P.E.I. Guidance and Counselling Association
Summerside

P.E.I. Multicultural Council
Charlottetown

P.E.I. School Trustees' Association
Charlottetown

P.E.I. Symphony Society
Charlottetown

P.E.I. Teachers' Federation
Charlottetown

P.E.I. Union of Public Sector Employees
Charlottetown

Regional Admin. Unit #1
Elmsdale

Regional Admin. Unit #2
Summerside

Regional Admin. Unit #4
Montague

Regional Admin. Unit #5
Wellington

Souris Regional High School
Consultation Committee
Souris

Tourette Syndrome Foundation of
Canada
Charlottetown

Unit #4 Consultative Staff
Montague

Western Kings Arts Council
Montague

Women's Network
Charlottetown